

ATTITUDE OF ADOLESCENTS' ON FAIR PLAY IN SPORT

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Abstract

The research aim – to reveal adolescents' (12 – 14 year old) attitude on fair play in sport. Research methods: analysis of relevant scientific research, a questionnaire, statistical analysis. Adolescents' (12 – 14 year old) from Klaipėda and Plunge participated in the research. They were selected accordingly to incidental convenient selection method. The results of the research revealed adolescents (12 – 14 years old) attitude to situations in sports. Adolescents' showed their attitude towards sports fight, which is admired by almost half (47.1%) of the subjects. Players' sporting spirit, determination, following the rules is important for them. More than one third of the subjects (35.1%) find the result of a competition more important, despite the way it is obtained. During the research it was found out that the expression of positive emotions after winning a competition was especially strong. Adolescents' comprehension of fairness is not, however, stabile, as well as the expression of fair play in sport. Adolescents' often choose a fair play game and the suggested situation (football during, the physical education lesson, et al.) in sport. The attitude towards fair and honest play in sport and value system are in their developing stage during adolescence. Therefore, adolescents' fair and honest play should be started to develop with the help of educational integrated programmes of Olympic development.

KEYWORDS: attitude, fair play, adolescents', situation in sport.

Introduction

The most important objective in the Programme of Primary and Secondary Education (2008) is the development of moral values not only during the Moral Education-Ethics lessons, but also during Physical Training lessons and other fields of education, that are based on tolerance, mutual respect and etc. In the subjects that are being taught, there are numerous possibilities concealed for development of values by creating the pupil's spiritual world systematically that are not yet implemented (Vasiliauskas, 2005). Olympism not only spreads the achievements of sport branches and novelties of preparation for competitions, popularizes Olympic champions, it also covers physical, intellectual, universal ethical (moral) principles such as friendship, freedom, equality, justice, peace, mutual respect. These ideas are often overlooked by society. Ideas of Olympism and Neo-Olympism, tested by centuries of practice, moral values, their knowledge, understanding and diffusion in sports as well as life are an important task (Stonkus, 2000). Adolescence is a critical period, when socially acceptable values are being adopted and abilities necessary in adulthood are being formed, which is confirmed by many scientists (Гутин, 1988; Bredemeier, 1990; Żukowska, Żukowski, 1998; Lämmer, 1998; Grupe, 2001; Захаров, 2002; Šukys, 2002; Willimczik, 2002; Parry, 2003; Müller, 2004; Vidoni, 2005; Родиченко, 2005; Georgiadis, 2006; Morgan, 2007; Naul, 2008, et al.).

Scientific research problems. The development of noble and honorable human beings during adolescence seems to be problematic and its scientific actualization and commitment to investigate the role of socio-cultural factors are of great importance. Sports activities encourage to develop skills of fair play, to develop a personality able to act nobly and honorably. Therefore, a systematic - integrative study of this phenomenon it appears to be meaningful.

The research object: attitude of 12–14 year old adolescents' towards fair play in sport.

The research aim – to reveal adolescents' (12–14 year old) attitude towards fair play in sport.

Methodology of research

Adolescents' (12 – 14 year old) 115 girls and 110 boys from Klaipėda and Plunge participated in the research. They were selected accordingly to incidental convenient selection method. There was a diagnostic research carried out. Research methods: analysis of relevant scientific research, a questionnaire, statistical analysis. Relationship among features is considered to be significant if its coefficient is $p < 0.05$. The analysis was conducted using Microsoft Office Excel 2007 program and the software package SPSS version 13.0.

Results of the research

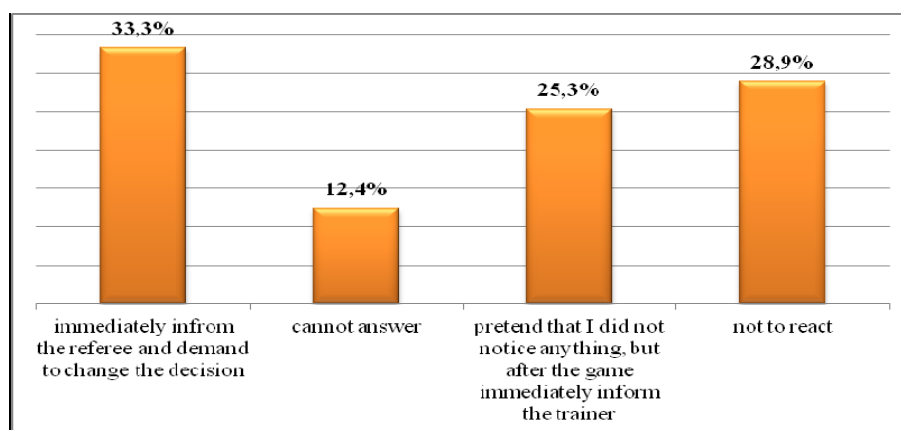
Sometimes fights, rows during sport competitions. 45.0% of the subjects declare that they are interested in beautiful sport, more than third (36.9%), however, watch with pleasure rough sport match

and fights as an interesting event. 27.0% of the adolescents' were worried about sportsmen that they did not get hurt, and 9.8% were worried about what was happening, and even 26.2% of adolescents' judged such situations as normal. Watching unfair play can raise even positive emotions. Adolescents' are prone to estimate these situations like a show view. Thereby wrong understanding of principles of the sport match, wrong value system can be formed. The analysis of adolescents' opinions, which sportsmen deserve the highest estimation, showed that 66.3% of the respondents chose sportsmen who strictly followed appointed rules, tried at full stretch although the victory was not gained. 15.2% of adolescents' supported those sportsmen who won the competition, although they broke rules of fair play. 18.5% of adolescents' could not answer this question. We can make a presumption that these adolescents' do not know if fair play is a value.

In our research adolescents' had to answer the question: "What values does sport help to develop?" only 22.6% of 12 – 14 year old adolescents' made an assumption that sport can develop noble feelings, good behaviour.

In our research adolescents' were presented with an example of aggressive spectators' behaviour, because of their teams defeat. The research shows that 28.4% of adolescents' support totally spectators' aggressive behaviour and such behaviour is estimated as acceptable. Passive observation of aggression (43.2%) means its tolerance and acceptance of aggressive behaviour. The rest part (28.3%) of the respondents would watch such spectators' behaviour passively. It shows that 12 – 14 year old adolescents' are influenced by the ethical values crises, which exists in our society.

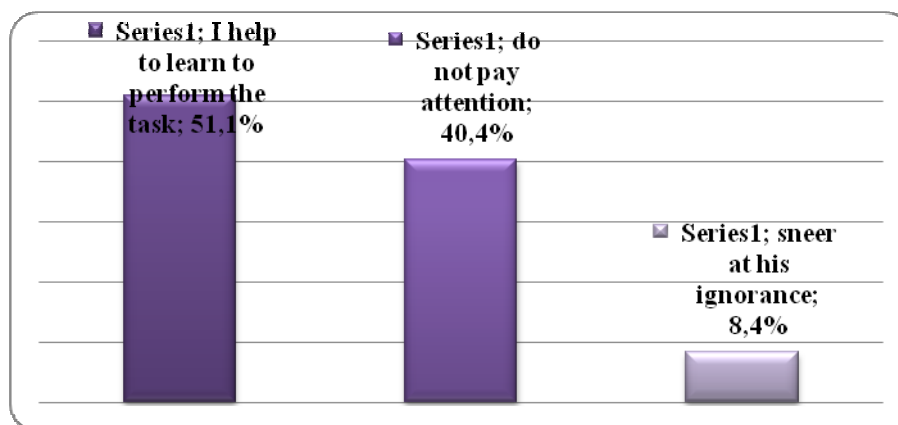
In another situation, which was presented to adolescents', it was asked to imagine that one sportsman scored a goal, but in doing so he broke a rule, which was not noticed by the referee. Adolescents' had to estimate which version of sportsman's behaviour is fairest.



Picture 1. Adolescents' opinion about sportsman's fair play in football

Picture 1 shows that opinions of adolescents' divided in this way: 33.3% would immediately inform the referee, 28.9% would not react at all, and 25.3% would pretend that did not notice anything, but after the game would inform the trainer. 12.4% of adolescents' could not answer to this question. This shows that only a third of adolescents' tend to react fairly and would immediately change the decision of the referee.

Therefore, it is purposeful to follow principles of fair play in sport, to orientate them to such values, which are favoured and promoted in society (Picture 2).



Picture 2. Adolescents' behaviour in the situation, when a classmate fails to perform a task

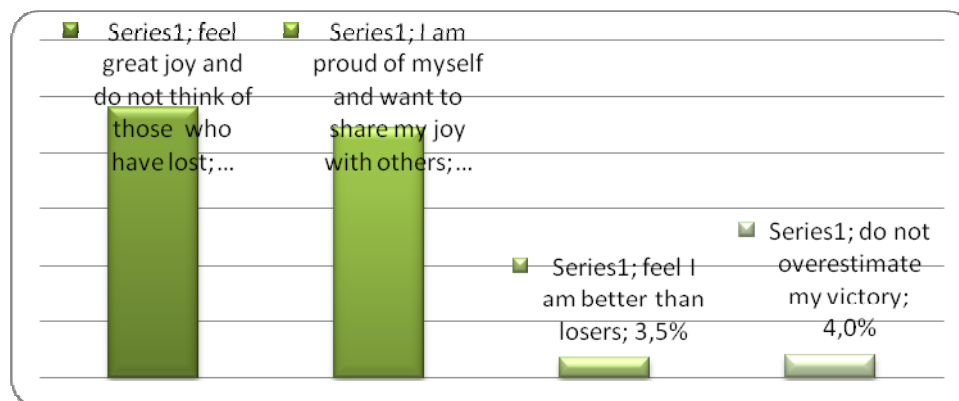
We noticed, that in a suggested situation when in a Physical Education lesson a classmate fails to perform a task, 51.1% of the pupils would help to learn to perform the task, but 40.4% of the respondents would not pay attention, other (8.4%) adolescents' would sneer at him. It means that even 40.4% of adolescents' would not behave fairly in this situation.

This research is aimed to reveal how adolescents' understand fair play. Research showed that majority (78.5%) of respondents think that fair play expresses itself in both sport. 13.2% of adolescents' understand fair play as conceit, self-esteem, 8.3% of adolescents' chose qualities that do not reflect fair play. This shows that majority of 12 – 14 year old adolescents' know what is fair play.

The research was carried out by gender. Statistically significantly ($p < 0.01$) more girls than boys understood fair play in sport. Boys chose conceit, and self-esteem.

The subjects were inquired: "How do they understand principles of fair play?" The most common was opinion that in sport contest it is necessary to respect opponents, to fight following rules, despite the result of the contest (66.3%). 22.0% of adolescents' said that it is necessary to reach for victory in any possible (also in unfair) ways, 9.6% stated that on principle rules should be followed, and 2.1% declared that it is allowed to compete unfairly, break rules if it is what a couch says.

Some adolescents' are physically active, attend various sports clubs and take part in sport competitions (Picture 3).



Picture 3. Expression of emotions after winning sports competitions

Therefore, their emotional expressions after winning a sport competition were examined. It was found that the expression of positive emotions after winning was especially strong. 48.0% feel great joy and do not think of those who have lost, 44.4% are proud of themselves and want to share their joy with others. Only 3.5% of the students feel superior, disdain losers, and only 4.0% of the respondents do not overestimate their victory and are emotionally stabile.

Answers to question: "What is the most interesting for adolescents' while watching sport contest?" reveal adolescents' attitude towards fair sport contest. Almost half of the adolescents' (45.0%) admire fair sport contest, despite the result of the contest. They admire sports spirit of the players, strength, following rules of the contest. For more than a third of the subjects (37.1%) the most important thing is results of the contest. 11.5% of the subjects stated that the most interesting thing is to watch conflicts and fights

among sportsmen, rows with referees. 4.6% of the subjects stated that they are interested not in the competitions themselves, but they appreciate the possibility to communicate, "<...> to let off steam", 1.7% of adolescents' do not watch sport competitions. Boys, comparing with girls, more tolerate sportsmen's aggression ($p < 0.001$), while girls more than boys appreciated contest following fair play rules ($p < 0.05$).

Discussion

Human development in sport involves education which is based on values (Šukys, 2002). G. Pappo and G. Prisztoka (1995), who investigated primary and secondary school pupils' orientations of values in sport, estimation of sport activity, found that moral values of sport activity are connected with fair play, fair moral actions of both sportsmen and all who participate in a sport event (trainer, referee, spectators, sportsmen themselves). Just 22.6% of 12 – 14 year old adolescents' made an assumption that sport can develop noble feelings and good behaviour. Other our respondents were in favour of other concepts: 42.5% - to develop ethics, humanity, fairness, 34.9% - person's ethical character features (diligence, responsibility, discipline etc.). J. Coakley (1992), sport is exclusive measure to strengthen character, develop morality and nationality. B. Bredmeier (1990), D. Decker's (1995) scientific research shows research shows that children who take part in sports comparing with less physically active children were not educated with reference to Olympic principles. It was found that he exercise during physical education lessons to learn how to help is 51.1% respondents, but 40.4% of the respondents would not pay attention. In S. Stonkus (2000) opinion, sometimes the behaviour of nowadays sports starts is not an example of a good person's behaviour, sportsmen do not follow ethic thus and, thus, trivialize the beauty of sport contest, its attractiveness. E. Puišienė ir I. Smalinskaitė (2000) study showed that 41.8% respondents (13 – 14 years old students) act honestly and immediately inform the judge of the affected rule 32.7% of surveyed students during the competition act as if nothing happened, and after the game say a coach or teammates. However, 25.5% of respondents do not react at all the foul. Unfortunately, at this age students tend to appreciate this athlete, who play seriously and wins (63.3%) matches, and not those who hold rules for playing nice, but wins (35.7%). Our results overlap with those authors' studies, but the analysis seen some student-specific assessments requiring a deeper knowledge of the phenomenon of scientific cognition. Purpose of the contest - to reach for victory. In recent years victory has become almost primary value of sport activity (Šukys, 2002). Especially it occurs in professional sport where victory is pursued at any price. The understanding of principles of honest, fair contest reveals developing humanistic values. However, our respondents only 9.6% stated that on principle rules should be followed. Sport fans during contests can also show aggression in various ways by insulting sportsmen or opponent team (Šukys, 2002). Emotional discharge of fans during contests in a manner is socially acceptable way to reduce negative emotions. But spectators' tolerance of aggressive behaviour increases aggression of sportsmen (Уэйнберг, Гоулд, 1998). It is very important to show for young players the examples of nonaggressive behaviour and fair play. A trainer, who also behaves in aggressive manner, in fact allows thinking that this behaviour is acceptable. Competition organizers should not award aggressive sportsmen. Spectators, who stimulate aggression of the payers, should not be let in the sports field. Players, who in opposing situation had not behaved in aggressive way, should be awarded and raised as an example for others (Уэйнберг, Гоулд, 1998). Our research data, 66.3% of the respondents chose sportsmen who strictly followed appointed rules, tried at full stretch although the victory was not gained. J. Parry (2003), competitions, sport contests are like a laboratory, where skills are applied and demonstrated, where value of made decisions and actions is evaluated. Our research also shows that teenagers running race environment, which consists of moral athletes' spectators, teachers and judges of consciousness, moral athletes' behavior, moral relationships and moral culture, are more important than material environment. So far dignity and the dignity of a human moral values is not sufficient justification theory dealing in its essence, is described its significance human cultural context, while describing and the approach to the noble conduct of the theoretical – academic significance. Therefore, it is difficult for teachers' Wealthy pedagogical sense to realize Olympic education, which is of great value in the dissemination of noble behavior Sport and noble and honorable personality Formation life.

Conclusions

1. Adolescents' (12 – 14 year old) attitude towards fair play in sport is not very stable. Only about half of the respondents (45.0%) admire a nice sports fight. They appreciate sporting spirit, determination, following the rules. Results are the most important in sport for a third of the subjects. It was found that the majority (78.5%) of the adolescence already understand the essence of fair play, but fair play is still for them only a declarative, not a true value.
2. The analysis of adolescents' (12 – 14 year old) attitude towards aggressive behaviour revealed a negative personal position towards it. More than a third (36.2%) of the adolescents' are interested in watching fights in sport. 28.4% of the adolescents' totally support aggressive spectators' behaviour, 43.2% of adolescents' tolerate aggressive behaviour, the rest (28.3%) watch it passively.

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EINSTELLUNG DER JUGENDLICHEN ZUM FAIREN KAMPF IM SPORT

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Zusammenfassung

Der Olympismus verbreitet nicht nur die Leistungen verschiedener Sportarten, informiert über die Neuheiten in der Organisation der Wettbewerbe und popularisiert die Olympiasieger. Vielmehr beinhaltet er körperliche, geistige, ethische (moralische) Prinzipien wie Freundschaft, Freiheit, Gleichheit, Gerechtigkeit, Frieden und gegenseitigen Respekt. Diese Werte werden in der Gesellschaft jedoch häufig unterschätzt. Die Realisierung von Werten gilt als eine der wichtigsten Voraussetzung für eine erfolgreiche Entwicklung der Persönlichkeit. Die Schule ist eine wichtige Institution, welche sich besonders auf die Grundlagen der Wissenschaft konzentriert, jedoch erschöpft sie nicht vollkommen die Möglichkeiten, die Wertvorstellungen zu bilden. Die Werte einer Person, die durch verschiedene interne und externe Faktoren beeinflusst werden, befinden sich in einem ständigen Wandel. Dies geschieht deshalb, da eine Person neue Werte entdeckt, neue Eigenschaften seiner früheren Werte erkennt und einige mit den anderen ersetzt.

Das Forschungsziel lautet - die Einstellung der Jugendlichen (12 – 14 Jahre alt) zum fairen Kampf im Sport zu untersuchen. Das Forschungsziel bestand darin, 12 bis 14-jährige Jugendliche und ihre Haltung gegenüber dem fairen Kampf in verschiedenen Sportsituationen zu untersuchen. Die Forschungsmethoden waren wie folgt: Analyse wissenschaftlicher Publikationen, Umfrage mit Hilfe eines Fragebogens, statistische Auswertung. An der Umfrage nahmen 12 bis 14-jährige Jugendliche aus den allgemein bildenden Schulen in Klaipėda und in Plungė teil. Sie wurden in einem Stichprobenverfahren ausgewählt. Dies war eine explorative Studie. Während der Adoleszenz befindet sich das Wertsystem noch in der Entwicklungsphase und die Einstellung gegenüber dem fairen Spiel im Sport ist recht instabil. Nur etwa die Hälfte der Befragten (45,0%) bevorzugt einen gerechten Sportkampf. Mehr als ein Drittel der Jugendlichen (36,2%) beobachtet lieber einen groben Kampf oder eine Schlägerei. 28,4% der Jugendlichen unterstützen das aggressive Zuschauerverhalten, 43,2% der Jugendlichen tolerieren das aggressive Verhalten, während der Rest der Befragten (28,3%) sich eher passiv verhält.

Die Umfrageergebnisse zeigten, dass sich beinahe die Hälfte der Befragten (47,1%) für einen Sportkampf insgesamt interessiert. Ihnen sind vor allem der Kampfgeist, die Entschlossenheit und das Einhalten der Wettbewerbsregel wichtig. Für mehr als einen Drittel der Befragten (35,1%) ist das Ergebnis entscheidend, unabhängig von der Art und Weise wie dieses erzielt wurde. Das Verständnis eines fairen Kampfes ist in dieser Altersphase noch nicht ausgereift: 66,3% der Jugendlichen halten es für wichtig, unabhängig vom Ergebnis den Gegner in einem Sportkampf immer zu respektieren und nach den Regeln zu kämpfen. 22,0% der Jugendlichen sind der Meinung, dass der Sieg mit allen möglichen (auch mit unfairen) Mitteln zu erringen ist. 9,6% der Umfrageteilnehmer betonten, dass im Prinzip die Regeln befolgt werden müssen, während 2,1% von ihnen die Regeln brechen würden, wenn dies vom Trainer verlangt worden wäre. 78,5% der befragten Jugendlichen denken, dass das ehrenhafte Verhalten sowohl im Sport als auch im alltäglichen Leben auftritt. Unter dem Begriff „ehrenhaftes Verhalten“ verstehen sie Selbstaufopferung, Ehrlichkeit, Einhalten der Spielregeln, Hilfsbereitschaft, Freundlichkeit und Mitgefühl. 13,2% der Jugendlichen verstehen darunter Stolz und Selbstvertrauen. 8,3% der Jugendlichen wählten Eigenschaften, die das ehrenhafte Verhalten nicht beschrieben hatten. Die Untersuchung ergab, dass das Wertsystem in der Phase des Heranwachsens noch gebildet wird: wie auch das Verständnis des ehrwürdigen Verhaltens, des fairen Kampfes und dessen Erscheinungsformen im Sport. Olympische Erziehung ermöglicht den Jugendlichen, einen fairen und ehrenhaften Sportkampf zwangslos zu verstehen - durch das Sportphänomen, durch bestimmte Situationen und durch sinnvolle Konzepte.

Ferner wird sich unsere Studie auf die Erziehung der Jugendlichen im olympischen Sinne konzentrieren. Dies wird durch die neu definierte Bildung der Moralwerte begründet.

STICHWÖRTER: Haltung, Fairplay, Jugendliche, Sportsituationen.